

VISIT...

LANZAROTE  
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## Tutor Teaching Tips

## Skydiving (R)

### MATERIALS

Graphic organizer

Leveled reader

Graphic organizer

Game cards;  
Game board;  
Markers

Graphic organizer;  
Leveled reader

### Before Reading



3–5 minutes

**BUILD BACKGROUND:** Ask: *Have you ever seen a skydiver jump out of a plane? Why do you think someone would want to be a skydiver?*

Read the words on the graphic organizer and explain that they are words used by skydivers. Have the child write what he/she thinks each word means in the context of skydiving in the first column of the graphic organizer. Tell the child to guess if he/she has no idea of the word's meaning.

**PREVIEW THE BOOK:** Show the child the covers of the book, and read the title. Open the book to the table of contents and read the chapter titles. Ask: *In what chapter(s) do you think you might find the meanings of the words?*

Explain that the text is written in the form of an interview, where the interviewer asks questions of a skydiver named Bob Gates. Together, look at the photographs and read the captions.

### During Reading



10–15 minutes

Ask the child to read pages 4–15 aloud. If the child has difficulty, read the pages together. Then ask the child to read them independently. Have the child work out unfamiliar words by looking at the letters and word parts. Tell the child to think what word makes sense in the sentence. If the child cannot work out the word, tell him/her. Have the child reread the sentence with the word and then continue reading.

### After Reading



10–15 minutes

**RETELL:** Ask the child what he/she learned about skydiving from reading pages 4–15. If necessary, prompt by asking: *What else did you learn?*

**GRAPHIC ORGANIZER:** Have the child write the meaning of each word from pages 4–15 as it was used in the text. Then have the child place a check mark next to any predicted meanings that are the same, or nearly the same, as the actual meaning of the word. If the child has difficulty, help him/her find the information in the book and read it aloud.

**CRITICAL THINKING:** Ask: *What kind of personality do you think you need to be a skydiver? What do you think people learn from their skydiving experiences?*

**VOCABULARY GAME:** Place the cards question side up in a stack. Have the child select a card, read the word, and tell which is the correct spelling of the contraction. Have the child turn the card over to check the answer. If correct, the child can move along the game board the number of spaces indicated on the card. Have the child place the card at the bottom of the stack. It is now your turn to draw a card.

### Home Connection

Have the child finish reading the book at home and complete the graphic organizer.

| <b>Words</b>                      | <b>Predicted Meaning</b> | <b>Meaning in the Book</b> |
|-----------------------------------|--------------------------|----------------------------|
| <b>arch</b><br>(p. 5)             |                          |                            |
| <b>birdman suit</b><br>(p. 16)    |                          |                            |
| <b>canopy</b><br>(p. 7)           |                          |                            |
| <b>free fall</b><br>(p. 9)        |                          |                            |
| <b>paratroopers</b><br>(p. 24)    |                          |                            |
| <b>ripcord</b><br>(p. 11)         |                          |                            |
| <b>tandem</b><br>(p. 14)          |                          |                            |
| <b>toggle ropes</b><br>(p. 14)    |                          |                            |
| <b>wind resistance</b><br>(p. 10) |                          |                            |

**INSTRUCTIONS:** Before reading the book, write what you think each word means in the context of skydiving. After reading pages 4–15, write the meanings of the words used on these pages. When you finish reading the book, complete the chart and place a check by any of your predicted meanings that are the same, or almost the same, as the meaning in the book.

**Directions:** These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader

**Game Cards (FRONT)**

**Skydiving (R)**



**do not**

- a. don't
- b. do'nt
- c. dont

**you are**

- a. your
- b. you're
- c. yo'ure

**there is**

- a. ther'es
- b. theres'
- c. there's

**could not**

- a. couldn't
- b. could'nt
- c. coul'dnt

**she is**

- a. sheis
- b. shes'
- c. she's

**he has**

- a. he's
- b. he'hs
- c. he'as

**has not**

- a. hasn't
- b. has'nt
- c. hasnt

**you will**

- a. youw'll
- b. you'wll
- c. you'll

**I have**

- a. l'hve
- b. l've
- c. l'ave

**that is**

- a. that's
- b. tha'ts
- c. thats'

**cannot**

- a. canno't
- b. can'ot
- c. can't

**I am**

- a. l'am
- b. l'm
- c. lm'

**they are**

- a. they'ar
- b. they're
- c. there

**he will**

- a. hewl
- b. hi'll
- c. he'll

**what is**

- a. what's
- b. what'is
- c. whats'

**did not**

- a. didn'ot
- b. did't
- c. didn't

**Directions:** These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader

**Game Cards (BACK)**

**Skydiving (R)**



a

5

c

4

b

4

a

4

c

3

a

2

a

5

c

1

b

1

c

2

a

3

b

4

c

3

a

2

c

3

b

4

Leveled Reader

# Game Board

## Skydiving (R)

